

# Grade Seven

## Movement Skills and Movement Knowledge

### Standard 1      **The student will be competent in many movement activities.**

Students in **grade seven** who meet this standard will be able to:

- Adapt and combine locomotor, nonlocomotor, and manipulative skills to meet the demands of increasingly complex movement activities.
- Perform a variety of simple folk and square dances.
- Demonstrate beginning skills for net or other types of games.

The following is a task that might be used to meet the standard:

- Students will participate in and be assessed on skills in a variety of activities, such as, but not limited to, pickleball, paddle tennis, disc golf, badminton, and tennis. Assessments may include videotapes, checklists, peer evaluation, self-evaluation, and teacher observation.

### Standard 2      **The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.**

Students in **grade seven** who meet this standard will be able to:

- Recognize general characteristics of movement that can be applied to specific settings.
- Apply basic offensive and defensive strategies in noncomplex settings.
- Apply scientific principles to individual/dual sports.

The following are assignments and tasks that might be used to meet the standard:

- Students will identify the skills necessary for a specific activity.
- Students will observe modified team games in class and record points for the use of at least two different offensive strategies and one defensive strategy. Students will observe individual players and accurately record the use of offensive and defensive strategies.
- Students will identify Bernoulli's principle in relation to disc (Frisbee) flight and Newton's laws of motion in relation to throwing and catching objects.

### Standard 3

#### **The student will achieve and maintain a health-enhancing level of physical fitness.**

Students in **grade seven** who meet this standard will be able to:

- Participate in vigorous activity for a sustained period of time (at least 20 minutes), at least three times per week, while maintaining a target heart rate.
- Establish and monitor personal physical activity goals.
- Identify proper warm-up, conditioning, and cooldown techniques and the reasons for using them.
- Assess, set, and meet current health-related fitness standards as defined by fitness testing.
- Identify the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body's ability to participate in physical activity.

The following are assignments and tasks that might be used to meet the standard:

- Students are asked to estimate their own maximal heart rates (220 minus age) and determine their resting heart rate through carotid or radial artery measurement. Based on this information, students determine their target heart rates by computing 70 percent and 85 percent of their maximal heart rates.
- Students will maintain in a portfolio a list of proper warm-up and cooldown techniques and the reasons for using them.

## Self-image and Personal Development

### Standard 4

**The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.**

Students in **grade seven** who meet this standard will be able to:

- Participate in games, sports, dance, and outdoor pursuits, both in and out of school, based upon individual interests and capabilities.
- Describe the relationship between a healthy lifestyle and physical, emotional, and social well-being.
- Explore introductory outdoor skills.

The following are assignments and tasks that might be used to meet the standard:

- Students will create a list of indoor and outdoor activities outside of school in which they do or would like to participate to enhance a healthy lifestyle.
- Students will work in cooperative groups and describe in writing the benefits of exercise related to a healthy lifestyle and physical, emotional, and social well-being.

### Standard 5

**The student will demonstrate responsible personal behavior while participating in movement activities.**

Students in **grade seven** who meet this standard will be able to:

- Accept and respect decisions made by game officials—whether they are students, teachers, or referees.
- Analyze potential consequences when confronted with a behavior choice.
- Demonstrate appropriate sportsmanship.

The following is a task that might be used to meet the standard:

- Students will brainstorm in cooperative groups examples of how good sportsmanship looks and sounds. Students then observe each other in small groups during an activity and record examples of good sportsmanship.

## Social Development

**Standard 6**      **The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.**

Students in **grade seven** who meet this standard will be able to:

- Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- Handle conflicts that arise with others without confrontation.
- Work cooperatively with more and less skilled peers.

The following is a task that might be used to meet the standard:

- Students are asked to create a list of actions, both positive and negative in nature, that they have observed during involvement in physical activity over the past week for each of the following behaviors: conflicts with peers, language, preparation, promptness, safety, and support for others. For those actions considered to be negative, students will suggest an alternative action that would be considered to be more appropriate.

**Standard 7**      **The student will understand the interrelationship between history and culture and games, sports, play, and dance.**

Students in **grade seven** who meet this standard will be able to:

- Describe physical education in medieval times.
- Describe how various cultures influenced games, sports, play, and dance during medieval times.

The following are assignments and tasks that might be used to meet the standard:

- Students will compare and contrast modern games with games from the medieval time period. Assessment may include written or oral reports, posters and artwork, class demonstrations, or groups teaching each other a game they have researched.
- Students in small groups will learn and then teach the class one dance from medieval times.